ROLE CONFLICT IN THE PRINCIPALSHIP OF THE COMPOSITE HIGH SCHOOL

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1958

THE UNIVERSITY OF ALBERTA

ROLE CONFLICT IN THE PRINCIPALSHIP OF THE COMPOSITE HIGH SCHOOL

A DISSERTATION

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DIVISION OF EDUCATIONAL ADMINISTRATION

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EDMONTON, ALBERTA

AUGUST, 1958

ABSTRACT

The composite high school in Alberta is comparable to the comprehensive high school of the United States, in that it is designed to meet the broad educational needs of today's students. It is a large school of some 1200 pupils and 60 teachers offering a full range of academic, technical and commercial courses. The principalship of a composite high school is one of the most responsible administrative posts in a local school system.

The success of the composite high school depends not only on the personal qualifiactions and leadership abilities of the principal, but on a common understanding of his role and of the school objectives on the part of all associated with it. It is the hypothesis of this thesis that in many areas such common understandings do not exist. This research is therefore concerned with uncovering conflicts in the expectations held by major alter groups towards the principal's role. The groups selected for study were superintendents, teachers, pupils and parents.

From the literature, from interviews and from personal experience, a questionnaire was drawn up which included sixty statements dealing with the following aspects of the principal's role:

1. Student behavior
2. Extra curricular activities
3. The instructional program
4. School organization
5. Teaching personnel
6. Public relations.

Respondents were asked to check for each item one of three choices: "Agree", "Disagree" and "No Preference". After a pilot run this instrument was then completed by 123 pupils, 78 parents, 43 teachers and 4 superintendents representing two composite high schools in two different cities.

Role conflicts were found to be of two kinds, those between groups and those within groups. Approximately 63% of the statements produced inter-group conflicts which were significant to the .01 level of confidence. Approximately 90% produced one or more conflicts within groups which indicated a disagreement of 20% or more. These findings substantiate the original hypothesis.

Questionnaire statements in the sectors dealing with the instructional program and school organization resulted in the largest percentage of conflicts, while the student behavior sector resulted in the smallest. In the inter-group conflicts there were 16 instances where a single group stood in opposition to the other three alter groups. There were also an equal number of instances when the four groups paired into two factions. In many of these instances the subordinates (pupils and teachers) were in opposition to

the superordinates (parents and superintendents). This was evident in statements dealing with the principal's supervision of instruction. The other common pairing of groups took place when the home opposed the school. This was evident when the individual rights of parents and pupils were challenged by professional opinion.

Pupils and teachers, representing the groups in closest day-to-day contact with the school, were involved in the largest number of inter-group conflicts. No one group however appeared more susceptible to intra-group conflict than any other, neither did the intensity of conflict show any great variation between groups.

This thesis concluded that a major function of the composite high school principal was to achieve support for his school by harmonizing the expectations of all significant alter groups towards his role.

ACKNOWLEDGEMENTS

It is with much appreciation that the researcher acknowledges the many helpful suggestions of his advisor, Dr. J.H.M. Andrews and the constructive suggestions of the other members of the examining committee.

Appreciation is also expressed to Mr. W. Steckle, Principal of Western Canada High School and Mr. O. Innis, Principal of Strathcona Composite High School for the cooperation which they and their staffs gave in carrying out this study. Special mention must be made of the contribution of Mr. H. Bryan, Principal of Viscount Bennett Junior-Senior High School in making his school available for the pilot study and in providing many valuable suggestions for the initial questionnaire.

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CHAPTER I

A DISCUSSION OF THE PROBLEM

This study is one of a series dealing with the Composite High School in Alberta which has been undertaken by graduate students in the Division of Educational Administration of the University of Alberta. It is focussed on the conflicting expectations of pupils, parents, teachers and superintendents towards the role of the key administrator in the school, the principal.

I. THE COMPOSITE HIGH SCHOOL

Alberta has nine composite high schools, all located in cities, which constitute some of the largest schools in the province. Each school has a staff ranging from 30 to 60 teachers and a student enrolment from 600 to 1500.[1] In program and facilities these schools are comparable with the comprehensive schools of the United States, offering academic, technical and commercial courses.

The internal administrative organization of the composite high schools usually consists of a full-time administrator - the principal, one or two vice-principals who are only part-time administrators, and several department heads who coordinate instruction in subject-matter fields

such as English.

The composite high school, as it now functions in Alberta, has evolved over a period of some twenty-five years. It is an expression of the democratic tradition in education which endeavors to extend equality of educational opportunity to all youth. Society's technological advances in this century have sharply limited the labor market for unskilled youth. As a result more young people, with a wider range of attitudes, interests and abilities, are attending school for longer periods than ever before. The composite high school, working within a program framework approved by curriculum committees of the provincial Department of education, is endeavoring to meet the varied educational needs of all these young people.

During the first decades of Alberta's history the high school, designed to prepare students for university entrance, followed the traditional classical pattern. As the student population began to change to include those who would formerly have left school to take apprenticeships at fourteen, the matriculation program was found unsuited to their abilities, needs and interests. On the assumption that their lack of scholastic ability would be compensated for by manual skills, separate technical and commercial high schools were opened in the larger cities. During the depression years

of the 'thirties, when jobs were scarce, these schools were crowded. However as jobs became plentiful again enrolments fell.

It was found that students trained in the technical curriculum had little advantage in job opportunities over those lacking this training. Employers, familiar only with the traditional academic standards, preferred employees with these qualifications. The prestige of the traditional high school led to decreasing enrolments in the commercial and technical schools and left the basic educational problem unsolved.

This situation led to the organization of the first composite high school in Calgary in 1935. For some years an academic high school and a technical high school had existed side by side on the same grounds, but in different buildings and under separate administrations. They were now united under one principal. The staff of a commercial school was moved over to become a department in the new institution, and the first composite high school was founded.

An immediate result was the enrichment of educational opportunities for the academic student by an increased range of course offerings. It was also hoped that the lower status of the vocational courses would disappear and they would share the prestige of the academic program. In the early stages the

opposite was the case. The parents of academically inclined students, fearing that the academic program in the composite high school would be weakened by the presence of vocational courses, preferred to send their children to the remaining academic high schools. As a result the majority of non-academic students in the composite school began to set the tone of the school, and thereby made it still less desirable for academic students.[†]

Although the three departments had been placed under one administrative head, their previous independence resulted initially in inter-staff conflict. Under the patient guidance of a strong administrative staff, wholesome attitudes were established among the student body, an integration took place within the staff and the academic department regained its prestige. As the composite high school functions today it offers a wide range of high school courses and provides for the full achievement of the provincial high school curriculum.

II. THE PRINCIPALSHIP

Educational progress in Alberta has usually followed, by several years, patterns already established in the United

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[†] The information in this and the following paragraph has been gained from discussions with the present and past principals of Western Canada High School and personal experience.

States. Perhaps this is partly due to the fact that leading educators in this Province have often done their graduate work in education in that country, and have also been dependent largely upon American sources for their textbooks. The present expanding role of the principal in Alberta is an example of this trend.

Until comparatively recently the principal was only a part-time administrator. His major functions were therefore limited to such routines as preparing timetables, organizing classes, requisitioning supplies and keeping records. He was the chief disciplinarian in the school and responsible for the supervision of pupils around the halls and playgrounds. Superintendents, principals, teachers, pupils and parents shared a common understanding of his legally-defined position.

As the functions of the school had to change to meet the demands of a changing society, so the functions of the principal had to change to meet the new demands upon his school. They could no longer be neatly classified in legal terms. His teachers, though fully qualified in their subject matter fields, needed expert leadership in adjusting to the new order. Only through cooperative effort involving all the staff could the school take advantage of its expanding opportunities and meet successfully its greater responsibilities. Guidance services were needed if pupils were to take advantage

of their opportunities. Public relations became more significant. These, and other developments in the broad field of education, greatly increased the time and leadership demands upon the principal. His position soon became a full-time job. There was now added to his previous functions a number of others, all related to the instructional program and the teaching personnel. The whole emphasis in the principal's role changed from concern with office routine to responsibility for supervision of the teaching and learning situation.

The change in emphasis in the principal's role brought changing demands on the kind of leadership behavior he exhibited. The human relations aspect of his role was underlined. The authoritarian type of leadership, which had managed well enough before, was entirely inadequate to meet the new demands. While the principal still had all his legal authority, a change had to take place in the way in which it was exercised. The new position is summed up by K.G. Collier (3, p.284) as follows:

> Anyone in a position of command bears the responsibility for maintaining discipline in that part of a community which comes in his province . . . . For that purpose the man in charge must have some coercive or autocratic powers . . . .
>
> But in the new situation the person in authority bears also a second responsibility--for winning the active cooperation of those under him. . . . This is won by exercising the powers of discipline in accordance with certain principles.

Collier then proceeds to explain the principles which

may be stated as follows:

1. Use of power must be subject to rules and regulations which are clear to everyone concerned.

2. The principal must exercise and demonstrate a genuine concern for the welfare of those under him.

3. He must create an atmosphere of trust by winning the confidence and approval of subordinates.

Because of the nature and size of the composite high school, the role of its principal is of major importance in determining the efficiency with which the school operates, and the extent to which it achieves its educational goals. The highest professional qualifications, combined with the highest leadership qualities, are demanded. However, these attainments on the part of the principal are not alone sufficient to ensure a successful school. It is necessary that all others directly concerned with the school--superintendents, teachers, pupils and parents--have a common understanding of the objectives and functions of the composite high school and of the role of its principal. It is the hypothesis of this thesis that, with respect to many important matters, such common expectations do not exist. If this is so, the resulting conflict creates a dilemma which the principal and others must recognize and solve if the composite high school is to achieve its objective.

It is the purpose of this thesis to investigate both the extent and degree of conflict in the views of superintendents, teachers, pupils and parents regarding the principal's role in the composite high school. The sociological approach of the role theorists will be the means used to examine the stated hypothesis.

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CHAPTER II

THE THEORY OF SOCIAL ROLE

Social role theory, as applied to school administration, is largely a development of the present decade. In 1951 Parsons and Shils[10] used it as a basic concept in developing a unified conceptual scheme for theory and research in the social sciences. Richard Conrad[3] wrote in 1952:

> Knowledge of sociological principles derived from systematic research is as practical for the educational personnel administrator as is knowledge derived from experience and from common sense judgments (p.385).

That social role theory and related research tools are increasingly being used in research on the positions and behavior of teachers and administrators is attested by W.B. Brookover in his introduction to a review of this subject in the Journal of Educational Sociology of September, 1955[2]. As recently as the spring of 1958 Gross, Mason and McEachern reported the Harvard studies of the superintendency under the title Explorations in Role Analysis[7]. As one of their goals they endeavored to "forge a closer link between theoretical and empirical analyses concerned with the study of roles"(p.3).

I. ROLES

The approach to the subject of roles from the sociological viewpoint begins with the social system which is an

expression of the culture patterns of the community. "Ideal culture patterns represent the consensus of opinion on the part of society's members as to how people should behave in particular situations." (7, p.26) These culture patterns are expressed by people as individuals and as members of institutions.

Institutions are the agencies which carry out the essential functions of a social system in a patterned manner. Getzels and Guba (6, p.425) describe institutions as purposive, peopled, structural, normative and sanction-bearing. Analysing the school as an institution, Jensen (9,p.39) discovers six phases to its structural aspect which he categorizes as (1) the formal work structure, (2) the authority structure, (3) the communications structure, (4) the power structure, (5) the status and privilege structure, and (6) the informal clique structure.

Within each structure of an institution, whether formal or informal, there are a number of positions. A position is defined as "the location of an actor or class of actors in a system of social relationships." (7, p.67) When these positions are arranged in a hierarchial order, as for instance in the authority structure, they are termed statuses. A status is defined as all the normative rights and duties which the culture patterns of society have attached to a particular position. A status exists independently of the

particular actor who may occupy it.

Accompanying each status is a set of appropriate behaviors for carrying out the rights and duties associated with it. It is this expected behavior which is termed a "role". As defined by Turner[12], a role is

> . . . made up of all those norms which are thought to apply to a person occupying a given position . . . a collection of patterns of behavior which are thought to constitute a meaningful unit and deemed appropriate to a person occupying a particular status in society. (p.316)

An institution includes a number of inter-related roles which exist, as do statuses, independently of the particular persons who occupy them. "Role performance" is the actual behavior of an actor, which may or may not satisfy the requirements of his role.

Parsons and Shils[10] write of roles:

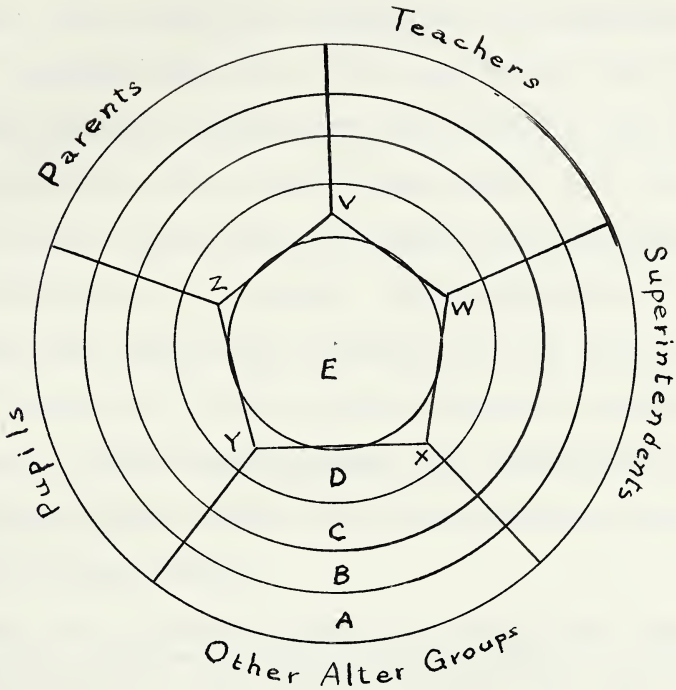
> For most analytical purposes, the most significant unit of social structures is not the person but the role. The role is that organized sector of an actor's orientation which constitutes and defines his participation in an interactive process. It involves a set of complementary expectations concerning both his own actions and others with whom he interacts. (p.23)

The word "expectations" is of particular significance in role theory. It is defined as "an evaluative standard applied to an incumbent of a position." (7, p.67) Every individual and group associated with a role have expectations towards it. These expectations are not random, but are to some extent organized. The pattern of all behavioral expectations focussed on a status defines the role.

The groups which have a legitimate right to hold expectations towards a role may be termed "alter groups". Those particular alter groups which are of special significance to the role incumbent, and to whom he looks for guidance and approval, are termed "reference groups". In order to define adequately any particular role, the behavioral expectations of all significant alter groups must be described.

Expectations have been classified by Brookover[2] into three categories which may be termed "general","particular", and "personal". A "general expectation" applies to any person who occupies a certain position in all situations. A "particular expectation" applies to any person who occupies a particular position in a particular institution. A "personal expectation" applies only to the one individual person who is known to occupy a particular position in a particular institution.

In Figure 1 these levels of expectation are illustrated as they apply to the role of the principal. Outer circle A represents the general expectations of all alter groups to any principalship. Circle B shows the expectations of these groups to the principalship of a particular school whose size, type, educational level and other characteristics are known. Circle C illustrates the more specific expectations of these groups when a particular incumbent is considered in the role of principal of a specified school.



Concentric Circles:

A. General expectations
B. Particular expectations
C. Personal expectations
D. Area of interaction
E. Incumbent's expectations

Sectors:

Pupil group
Parent group
Teacher group
Sup't. group
Other groups

Polygon VWXYZ: Resultant role defintion

FIGURE 1

PRINCIPAL'S ROLE DEFINITION

The inner circle E, represents the expectations of the role incumbent himself. His expectations are a composite of his training, experience, personality, and the way in which he perceives the alter groups define his role. The resultant of all expectations towards the position is the polygon VWXYZ, the role itself. This definition is not static, for the actual role behavior of the actor and the constant interaction of all groups result in continual modifications of their expectations, and consequently of the role configuration. Circle D in the paradigm represents this area of interaction.

> Once an organized system of interaction between ego and alter becomes stabilized they build up reciprocal expectations of each other's actions and attitudes which are the nucleus of what may be called role-expectations. The pattern of expectations of many alters constitutes, in a social system, the institutionalized definition of ego's roles. (10, p.19)

II. ROLE CONFLICT

In Figure 1 we have an illustration of an individual actor with his own definition of the principal's role surrounded by many alter groups who also have a right to define it. It is out of this situation that role conflicts arise. Each group may have a different set of expectations. Even within a group there may be inconsistent, incompatible, or mutually exclusive expectations. While feeling an obligation to satisfy all expectations, the role incumbent will be

forced to choose between them and face the threat of sanctions from the unsatisfied groups and subgroups. This exposure of an individual in a given position to incompatible behavioral expectations is "role conflict".

Cuber[4] lists three kinds of role conflict. The first is a conflict between two roles which an individual occupies simultaneously. A teacher in the school system may occupy one role in the authority structure and another in the informal clique structure. The expectations constituting the two roles may be mutually exclusive and the individual occupying them is faced with a role conflict. A closely related type of conflict is that created by the necessity to change roles.

It is however, Cuber's third class of conflict with which this research is concerned. It is the conflict arising from inconsistent role requirements. This inconsistency may be within a particular reference group, between two or more reference groups, or between alter group expectations and the principal's own definition of the role.

Two aspects of role conflict are described by Getzels and Guba[5]: 1. the situational--"the extent to which the situation causes conflict", and 2. the personalistic--"the extent to which actors in a given situation are personally troubled by the conflict". In this thesis role conflicts of

the situational category only will be investigated. It will not be concerned with the principal's perception of role conflicts or with his own definition of his role. Circle B in Figure 1 illustrates the area of this research--"situational" conflicts at the "particular" level of expectations.

Role expectations are on a continuum from required to prohibited. Usually they are sufficiently broad that different actors with different expectations and personalities could successfully fulfill them. The severity of role conflict according to Getzels and Guba[5] is dependent upon two factors:

1. the relative <u>incompatibility</u> of expectations between roles.
2. the <u>rigor</u> with which expectations are defined within a given situation.

To investigate "situational"conflicts at the "particular" level of expectations the study will be focussed on the incompatibility of role expectations. Attention also will be given to the rigor with which expectations are defined.

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CHAPTER III

RELATED STUDIES

Research in educational administration has usually followed the patterns of research in business administration. Early studies were related to the structure, organization, functions and related aspects of the formal organization.[3] As the importance of the human relations aspect of administration was realized, the research began to take a sociological approach. Such topics as leadership, morale, job-satisfaction, and role expectations came in for study. Today an increasing body of educational research is to be found in these fields.

The related research pertinent to this study will be considered under three classifications:

1. Behavioral descriptions of the principal's role.
2. Leadership styles and staff relations.
3. Role conflicts.

I. BEHAVIORAL DESCRIPTIONS OF THE PRINCIPAL'S ROLE

Early studies of the principalship were based on the trait theory of leadership which endeavored to produce lists of leadership qualities desired for the role. As this theory gave way to the situational theory, research turned to the

discovery of actual situations in which the principal's behavior had been critical for his success or failure, and endeavored to analyze his behavior.

From Stanford University come three investigations which set out describe in behavioral terms what major alter groups consider to be effective and ineffective leadership on the part of a principal. Buffington[4] made a study of the job of the elementary school principal as viewed by parents, and Medsker[10] did a companion study from the standpoint of teachers. Walters[16] investigated the job of the high school principal as perceived by California city superintendents. All three used the "critical incident technique" as their means of research. Buffington describes the method as follows:

> The technique is used in an attempt to arrive at those aspects of the job which are critical for success or failure. It involves securing reports from persons associated with the subject concerning actual important happenings in which, in the judgment of the interviewee, the behavior of the subject was either effective or ineffective. These reports are then subjected to a process known as category formulation . . . to arrive at critical requirements for the job.

As a subject population Buffington and Medsker used three randomly selected teachers and three similarly selected parents from each of thirty of the sixty-three schools in the Oakland, California school system. Walters interviewed twenty-five city superintendents of the Los Angeles and

San Francisco metropolitan areas. From his research Buffington accumulated 294 incidents which he developed into 436 behaviors. Medsker recorded 402 incidents which produced 569 behaviors. The results were then categorized as described above.

Walters took his study one step further. The descriptive statements obtained from the twenty-five superintendents were printed in two check lists and submitted to all California city superintendents. After receiving a 90 per cent response, Walters presented those behaviors obtaining more than chance support in four tables categorized as follows:

most critical effective behavior
most critical ineffective behavior
least critical effective behavior
least critical ineffective behavior.

These were then analyzed for dominant superintendent perceptions of critical principal behavior. A highly consistent pattern of response was found with five of the seven most critically effective behaviors having counterparts in the most critically ineffective category.

Another, and very important study aimed at developing a behavioral description of the principal's role, is Austin and Collin's, "A Study of Attitudes Toward the High School Principalship" as reported in The Bulletin of the National Association of Secondary-School Principals for November, 1956.[1]

Each study of the Stanford group had recommended that the principal's position be studied from the point of view of other alter groups. This Collins attempted to do by using five alter groups: teachers, lay citizens, senior students, principals and superintendents.

Using the same critical incident technique, Collins held 125 interviews. From 25 communities within a 75-mile radius of New York City, he selected 25 members from each of the five alter groups. They were asked one general question:

> Thinking back over your observations and experience in connection with the high school, what do you believe the high school principal must do or avoid doing to meet your expectations? (p.109)

It is significant that the question brought the subject of expectations directly into the picture. Collins' subsequent analysis identified common elements and transformed them into statements of acceptable and unacceptable practice. These were compiled separately for each alter group and then combined. This resulted in 90 acceptable and 60 unacceptable practices categorized in eleven areas of job performance.

For the purposes of the present study the previous research related in this section produced valuable descriptions of critical principal behavior. While all aspects and situations related to his job could not be covered, from the standpoint of role conflict, significant areas had been

underlined suggesting a starting point for further research.

Both Walters and Collins produced lists of abilities or attributes which the principal should possess. More useful for the present study were the major categories and subcategories into which Buffington, Medsker and Collins divided the principal's job. The lists of Buffington and Medsker, reflecting the experiences of two different alter groups, were not identical. However there was some overlapping and the combined major categories of job performance were as follows:

1. Developing relations with parent groups and the community.
2. Working with and caring for children.
3. Knowing and helping parents.
4. Providing leadership for teachers.
5. Administering the school.

A comparison of this list with the eleven areas of job performance compiled by Collins reveals the following additional areas of responsibility:

1. Making and executing policies and decisions.
2. Delegating authority and responsibility.
3. Improving the curriculum and teaching.
4. Working with higher administration.
5. Increasing his professional competence.

II. LEADERSHIP STYLES AND STAFF RELATIONS

Another group of studies which were useful in carrying out the research reported in this thesis dealt in various ways with principal leadership styles in staff relations.

They were concerned with the manner in which the principal carried out the human relations aspects of his job. Indirectly they served to point out areas of potential conflict.

Grobman and Hines[7] report studies of the public school principalship carried out at the College of Education of the University of Florida. For eighty principals in a metropolitan county school system they developed a "Principal Behavior Check List" which contained 86 situations common to the principalship wherever it exists. The respondents indicated their behavior in each situation by marking a five-point scale on a democratic--undemocratic continuum.

The teachers' perceptions and expectations of the democratic behavior of principals and superintendents was the concern of Bidwell[2] in the first part of his study of the administrative role and teaching satisfaction. The population of 368 teachers which he used was presented with thirteen items describing situations where interaction between teacher and principal or superintendent was essential. The alternatives to be selected for each were categorized as three leadership styles: democratic, autocratic, and laissez-faire. The respondent was asked to check what he thought the behavior would be in the situation, and what he thought it should be.

Two other studies related teacher satisfaction to

decision-making. As reported in the Administrator's Notebook under the title, "Who Should Make What Decisions", Sharma[14] developed a four-part questionnaire and distributed it to 568 teachers in twenty school systems of eighteen states. The first two parts were concerned with who actually made decisions and who the respondents thought should make them. Thirty-five activities were listed in twelve areas of school operation. The response was made by marking a key indicating whether decisions were (or should be) made by the board of education, superintendent, principal, individual teacher, group of teachers, citizens committees, pupils, or none of these.

Moyer[11] was also interested in teacher satisfaction and related it to the kind of leadership teachers want. In his study he analyzed teacher attitudes towards authority. The Q-sort technique was applied to 80 statements which had been classified as either "leader-centered" or "group-centered" leadership behavior. His basic assumption was that teachers satisfied their needs either by dependence upon the principal or by independence from the principal and dependence on the faculty group. This study was conducted in four different school systems of Illinois.

One other study dealing with leadership styles and staff relations was conducted by Congreve[6]. In examining

the social organization of the school and its effects on leadership styles he used two matched schools operating under different leadership styles. Interview and questionnaire techniques were used in the case study. Congreve observed the social system of the school operating at three different levels--highly general, highly personal, and in between--which he termed "universalistic", "particularistic", and "discretionalistic".

From these studies we can derive some useful conclusions concerning principal leadership styles and their effect on staff relations. We can also infer the expectations of the staff towards the kind of leadership they associate with the principal's role.

Several studies agree with Grobman and Hines[7] that principals cannot be easily categorized. They report no behavior patterns in terms of principal personality, educational level, or size of school. They did find however that on the Grobman-Hines five-point scale the average principal scored slightly above the midpoint in the democratic continuum. They reported that "generally speaking democratic and situational behaviors obtain better results in the school situation than do the converse types of actions."(p.16) They found that the principal's leadership style clearly influenced pupil reactions to the school. Pupils, in general, favored a relatively democratically administered school and

parents participated more actively under such conditions.

The Sharma[14] findings also support the democratic style of leadership. Teachers, he reports, want to assume professional responsibility for all activities that concern instruction. They also want more autonomy for their individual school. It is professional, rather than personal, consideration that teachers expect, according to Congreve.[6] The effective administrator must initiate structure in the interaction of the staff and show consideration. However he must maintain perspective and not become involved in the personal feelings of staff members. "The more formal, impersonal, but friendly administrative style appears to be the most effective," Congreve suggests.

The findings of the teacher-satisfaction studies are summarized in the conclusions of Bidwell[2], "Convergence of teacher role expectations towards the administrator and their perceptions of his behavior will be accompanied by an expression by these teachers of satisfaction with the teaching situation." (p.42) This underlines the importance of the principal knowing what these expectations are.

> Since both observation and experience make it evident that the success of the school leader depends heavily on his ability to meet the expectations of those with whom he works and associates, a survey of such expectations could contribute specifically to a clearer definition of the actual position itself. (1, p.107)

Three main conclusions may be drawn from the research discussed in this section:

1. The members of the teacher group have a concept of the ideal principal and their satisfaction in the teaching situation depends on the extent to which they see it fulfilled.

2. The principal's role, as well as being classified into areas of job performance, has also a leadership dimension on which administrative behavior can be placed on a democratic--undemocratic continuum.

3. The present failure to define the principal "type" underlines the significance of studying the situational aspects of the role.

III. ROLE CONFLICTS

In a report entitled "Individual Values and Administrative Effectiveness", Prince[12] discovered that value differences between teachers and principals affect teacher confidence in principals and their rating of principal effectiveness. This is an important finding. It suggests that the value differences found in our society are reflected by teachers, and consequently will be expressed in role expectation differences. Wispe[17] also attributed conflicting expectations to conflicting social norms in society. Another reference to this fact is found in the Seeman study[13] where attitudes towards school leadership are attributed to the conflicting values and ideologies of society. He found four dimensions to role conflict which he defines as follows:

1. The status dimension with its conflict between the success and equality ideologies.

2. The authority dimension which is expressed in the conflict between the values of dependence and independence.

3. The institutional dimension or institutional obligations vs. personal obligations.

4. The means-end dimension--the conflict between emphasis on processes of achievement as opposed to emphasis on the accomplishment of the task itself.

These value-derived conflicts will be reflected to some extent by all alter groups concerned with the role. However, in a study of the attitudes of teachers and administrators, Valenti[15] found that the school situation itself is more significant in shaping attitudes than are personal characteristics. Therefore the school, and particularly the school administration, has some influence which can be brought to bear and help reduce these conflicts.

A significant study related to role conflict was undertaken by the National Association of Secondary-School Principals.[1] The Collins study, reported in the first section of this chapter, was the first step in this national study of the American public high school principalship. The findings of the Collins study were combined with sources from the professional literature to produce a list of sixty types of specific activities of imperative concern to the principal. After examination by a jury of fifty principals the list was

reduced to thirty. A nation-wide sample of superintendents, principals, high school teachers, students and citizens received similar questionnaires. All except the principals were asked to check agreement; disagreement; or lack of opinion on each item. The three choices for principals were: of greater or lesser importance; considered important or unimportant by the community; part of his regular practice.

After gross percentages had been used to select critical concepts and conflict, the findings were listed under these headings: high agreement; favorable; general agreement; wide variation; considerable difference; of lesser importance. The general conclusion was that the most important area of the principal's role is leading in the instructional program. His job includes responsibility for improving the educational program, counselling with pupils and parents, and understanding and helping the teaching staff. This coincides with the findings reported earlier. There was found to be disagreement on the degree of formality in the principal's behavior; the attention he should give to improvement of the instructional program; his accessibility to pupils, teachers and parents; and his participation in community activities.

A thorough review of role theory and role conflict analysis and its application to research on administrative roles is contained in a recent publication, Explorations in

Role Analysis, by Gross, Mason and McEachern[8]. This book is a report of the Harvard University School Executive Studies. School superintendents and school board members in Massachussets form the alter groups for study of consensus on the school superintendency role. While the study itself is in no way related to the principalship, the text is valuable from the standpoint of theory and methodology.

> It was our assumption that the extent to which there is consensus on role definition may be an important dimension affecting the functioning of social systems, whether they are total societies or sub-systems within them. In addition, the degree of consensus among significant role definers as perceived by an actor may be an important variable affecting his behavior. (p.5)

A survey of the related studies reviewed in this chapter brings out the following conclusions:

1. Studies using the critical incident technique have produced lists of desired principal competencies, and analyzed the role into useful job categories.

2. Satisfaction studies brought out the desire of teachers for a democratic leadership style.

3. Conflict studies pointed to the fact that expectations are affected by conflicting social norms.

4. Few expectation and conflict studies deal with a total role as defined by all major alter groups.

5. The relationship between harmony of expectations and satisfaction implies the fact that the understanding and resolution of role conflicts is one of the major tasks of the administrator.

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CHAPTER IV

THE RESEARCH DESIGN

The research objective is to uncover major conflicts in the expectations of alter groups towards the principalship of the composite high school. The conflicts investigated are situational, not necessarily those perceived by the principal.

A case study method was necessary because of the number of alter groups included. Two composite high schools were invited to participate: Western Canada High School in Calgary, and Strathcona Composite School in Edmonton. At the time of this study (May, 1958) the Calgary school had an enrolment of 1227 pupils and a staff of 62 teachers, while the Edmonton school had an enrolment of 1287 pupils and a staff of 57 teachers. Two schools were used in order to remove some of the personality factor and keep the study on the "particular" level of expectations described in Chapter II. At the same time it was assumed that findings from two schools provided a better basis for prediction to other composite high schools in the province. It was not intended to make comparison between the two schools, but to consider them as one population.

The alter groups selected for the investigation were superintendents, teachers, pupils and parents, corresponding

to the main alter groups used in the Collins study.[1] The superintendent population included the Superintendents of Public Schools for Calgary and Edmonton, and one Assistant Superintendent from each city who had some responsibility for high school supervision. The teacher population included interested teachers from the two high schools. Partly for administrative reasons it was decided to select the student sample from the Grade X classes. Without disrupting the teaching schedule it would be possible to obtain their responses during a Health and Personal Development period. There was also the advantage that the 32 Grade Ten classes included 40 per cent of the total student population and the widest range of attitudes and interests. The principals would no doubt be interested in their expectations as these students would be spending two or three more years in the high school.

Differences between socio-economic status and cultural backgrounds of the pupil group and parent group were avoided by using the parents of the Grade X pupil sample as the population of the parent group.

I. INSTRUMENTATION

The first step was to limit the study of the principal's role to those sectors dealing with instructional leadership and human relations. Omitted were such

administrative responsibilities as records and reports, requisitions and supplies, cafeteria management, and the supervision of non-teaching personnel. The following six sectors of the role were finally selected on the basis of experience and findings in the literature:

1. General school organization, including timetables, classes, and pupils programs.
2. General staff relations, including appointment, placement and promotion of staff members.
3. The instructional program, its organization, coordination and supervision.
4. The extra curricular program, its policies and management.
5. Student behavior, particularly major discipline problems.
6. Public relations, particularly with individual parents and home and school associations.

The second step was to hold focussed, but unstructured interviews with two high school principals, two assistant principals, a department head, a student and several teachers. The interviewees were associated either with the pilot school or one of the two schools used in the study. The procedure was somewhat similar to the critical incident technique used in the first group of studies referred to in Chapter III. After a brief explanation of the study, and of the role theory on which it is based, the interviewees were invited to suggest areas in which they had experienced or observed conflicting expectations. Each of the six sectors of the principal's role

was presented for consideration. Approximately forty situations were suggested during the interviews. These were later expanded into eighty statements associated with school policy and principal behavior.

From a study of the literature dealing with the principalship, another list of eighty statements was prepared. The two lists were then compared and combined into a pilot questionnaire containing a final selection of eighty-three statements. For each statement questionnaire respondents had three choices: "Agree", "Disagree", or "No Preference". The last choice was designed to discourage indiscriminate checking of the first two where no definite opinion existed.

The questionnaire statements covered both policies and procedures. Included were decisions related to:

1. rights and duties
2. delegation of authority
3. sharing responsibilities
4. individual preferences
5. evaluative standards
6. rewards and punishments.

II. THE PILOT STUDY

Arrangements were made to conduct a pilot study in Viscount Bennett Junior-Senior High School, Calgary. Participating in the study were 26 Grade X students, 15 parents, and 12 teachers. The results were examined to eliminate from the instrument those statements involving no significant

conflict as indicated by a large percentage of responses from all groups in the "No Preference" column, or a high degree of concensus on the "Agree" or "Disagree" choices. As a result the original questionnaire was reduced to sixty items involving evident conflict either between or within groups.

III. THE MAIN STUDY

Since this study was concerned with finding the expectations of all major alter groups to each behavior, a single questionnaire instrument to be completed by all groups was required. This method was used with only slight variation in the study made by the National Association of Secondary-School Principals[1]. The six role categories developed for the pilot study were retained and placed in such an order that the categories thought to be of widest interest to all groups appeared first in the instrument. This arrangement and the inclusion of sectional headings were designed to encourage response. A copy of this questionnaire instrument is to be found in Appendix A. Table I lists the sectional headings and the number of statements included under each.

The questionnaires were distributed and collected unsigned through the principal's office. A sample of four Grade X classes, of an average achievement level, completed

the questionnaire during a supervised period. At the same time each pupil was given an envelope containing another copy of the instrument to be taken home, completed by a parent, and returned to the school. Superintendents were contacted by mail or in person.

TABLE I

QUESTIONNAIRE SECTIONAL HEADINGS AND NUMBER OF STATEMENTS UNDER EACH

No. of Sector	Sector Title	No. of Questions
I.	Student Behavior	12
II.	Extra Curricular Activities	9
III.	The Instructional Program	13
IV.	School Organization	10
V.	Teaching Personnel	9
VI.	Public Relations	7
TOTAL		60

The response to the Questionnaire is shown in Table II. The returns represented 100% of the superintendent population, 36% of the teacher population, 12% of the Grade X student population and 8% of the Grade X parent population.

IV. PROCESSING THE DATA

After tabulating the results, the data were first processed to discover statistically significant differences in intergroup responses. The chi square test, as described

by Garrett[2] was used to eliminate chance differences between groups, a method employed in the Harvard superintendency studies[3]. The 1% level of confidence was adopted as indicating sufficient lack of concensus to constitute a conflict for the purposes of this study. The frequency scores for each item were then converted to percentages of the total population to determine the sources of conflict.

TABLE II

QUESTIONNAIRE RETURNS

School	Pupils	Parents	Teachers	Sup'ts.
Western Canada	65	48	25	2
Strathcona	58	30	18	2
TOTAL	123	78	43	4

The following method was used to indicate the degree of conflict. The frequencies of the groups on each side of the conflict were added together and expressed as a percent of the total population of those groups. The percentage disagreement between the two factions was then graded according to the following table:

1. Major conflicts:
   First degree (most severe) conflict: 56% to 70% disagreement.
   Second degree conflict: 41% to 55%
2. Minor conflicts:
   Third degree conflict: 26% to 40%
   Fourth degree (least severe) conflict: 10% to 25% disagreement.

To illustrate this procedure, in Questionnaire statement no. 3, the percentage agreeing was: pupils--83, parents --92, teachers--91, and superintendents--25. The superintendent group is obviously the source of the conflict. Now to determine the degree of conflict the frequencies of pupils, parents and teachers, who represent one faction in the conflict, are added together. This total frequency of 213 is then expressed as 87% of the total population of the faction, 244. The percentage of the other faction, represented by the superintendents, was 25. Therefore the difference is 87 - 25 or 62%. As this disagreement of 62% falls between 56% and 70% it is classed as a first degree conflict.

Intra-group conflicts were determined by disregarding the "No Preference" scores and converting the "Agree" and "Disagree" frequencies to percentages of those showing a preference. A significant conflict for the purposes of this study was defined as a difference of 20% or more within a reference group between the "Agree" percentage and the "Disagree" percentage.

A four-step scale was again established to define the degree of conflict. Four conflict ratios were determined to be 50/50; 40/60; 30/70 and 20/80. Based on the majority opinion within a group, the degree of conflict was set as follows:

First degree:	50%	-	55%	(most severe conflict)
Second degree:	56%	-	65%	
Third degree:	66%	-	75%	
Fourth degree:	76%	-	80%	(least severe conflict)

In checking statement 19, for example, 46 pupils agreed, 64 disagreed, and 13 indicated no preference. The majority opinion of those showing a preference was 58% in disagreement with the statement. As 58% falls between 56% and 65% the conflict within the pupil group over this statement was classed as a second degree conflict.

An examination of the data of the pilot and main studies revealed that a large percentage of "No Preference" choices in any item usually resulted in the remainder of the group dividing fairly evenly between "Agree" and "Disagree". It was decided that in such instances there was really no strong preference either for or against the statement. On the basis of this, all items on which a third or more of a group had responded "No Preference" were discounted.

From the point of view of the principal the superintendents, who hold a superordinate position in their own school systems, hardly constitute a group in the sense that parents, pupils and teachers do. In consideration of this, and because the superintendent population is so small, only 50%, first degree conflicts were considered of significance for this group.

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CHAPTER V

RESULTS OF THE RESEARCH

The evidence of conflict in the role of the principal will be reported in three sections: evidence of significant conflict between alter groups; evidence of major conflict within alter groups; and evidence of both inter-group and intra-group conflicts in the same situation.

I. INTER-GROUP CONFLICTS

Appendix II records the results obtained by the Questionnaire after the chi square test has eliminated those statements in which differences might be attributed to chance. Thirty-eight of the sixty statements, or 63% produced conflicts between groups beyond the 1% level of confidence. The results by sector are shown in Table III.

TABLE III

NUMBER OF STATEMENTS PRODUCING INTER-GROUP CONFLICT

Sector	Observed Conflict	Expected Conflict	Percent Conflict
Student Behavior	5	12	42
Extra Curricular	7	9	78
Instructional	8	13	62
Organization	8	10	80
Personnel	5	9	56
Public Relations	5	7	71
TOTAL	38	60	-- 63

The highest percentage of inter-group conflict is found in the sector dealing with school organization, closely followed by the extra curricular sector. The least conflict is evident in the student behavior sector.

In Table IV are found the results recorded in Appendix II expressed as percentages of the total population. An analysis of this table reveals three patterns into which the inter-group conflicts fall. The first is a 1-3 pattern in which a single reference group differs from the majority opinion expressed by the other three groups. For convenience it will be termed a single-group category. In the second, or 2-2 pattern, the majority in two groups opposes the majority in the other two. This will be termed a paired-group category. In the third pattern the difference is one of degree between all groups with no particular one expressing an outstanding difference. This third pattern will be termed a four-step category.

The results in Table IV are analyzed according to these three categories, considering each sector of the principal's role in turn. At the same time the degree of conflict is described according to the four-point scale explained in the previous chapter.

Student Behavior Inter-Group Conflict

Figure 2 illustrates the inter-group conflicts found

TABLE IV

INTER-GROUP CONFLICT PERCENTAGES

SECTORS	Item number	Percentage Agreeing				Percentage Disagreeing				Percentage No Preference			
		Pupils	Parents	Teachers	Sup'ts.	Pupils	Parents	Teachers	Sup'ts.	Pupils	Parents	Teachers	Sup'ts.
Student Behavior	3	83	92	91	25	14	8	7	50	3	0	2	25
	5	61	88	51	50	24	6	19	25	15	5	30	25
	6	73	87	56	50	5	10	42	0	22	3	2	50
	7	10	26	35	0	69	69	51	50	21	5	14	50
	10	69	90	93	100	21	12	0	0	10	1	7	0
Extra Curricular	13	57	23	5	0	29	64	93	100	14	13	2	0
	14	7	14	26	75	85	65	47	0	7	21	28	25
	15	18	12	28	0	63	79	84	100	18	9	14	0
	16	28	62	63	75	49	27	30	25	23	12	7	0
	17	33	19	2	0	54	77	91	100	12	4	7	0
	18	8	9	35	0	85	72	42	50	7	19	23	50
	19	37	77	79	100	52	21	12	0	11	3	9	0
Instructional Program	23	52	72	56	50	16	21	28	25	32	8	16	25
	25	44	74	37	75	31	19	42	0	25	6	21	25
	26	34	78	33	100	24	8	44	0	41	14	23	0
	27	68	92	40	100	13	4	30	0	19	4	30	0
	28	37	37	53	25	35	53	28	25	28	10	18	50
	31	72	88	65	25	9	12	21	75	20	8	14	0
	32	37	71	23	75	42	23	53	25	21	6	12	0
	34	74	92	42	75	12	5	47	25	14	3	12	0
Organization	36	46	47	12	0	36	37	74	100	19	15	14	0
	37	69	88	65	75	23	6	16	0	8	5	19	25
	38	46	60	86	100	46	35	2	0	8	5	12	0
	39	54	73	79	100	31	21	12	0	15	6	9	0
	40	40	58	26	50	40	32	70	50	20	10	5	0
	42	11	22	5	50	54	49	84	25	36	29	12	25
	43	29	46	60	75	33	33	19	25	37	21	21	0
	44	21	42	51	50	68	29	19	0	11	28	30	50
Personnel	48	63	73	44	75	6	13	28	25	32	14	28	0
	49	20	41	23	50	41	38	26	25	39	21	51	25
	50	67	87	67	100	7	5	26	0	25	8	7	0
	51	16	42	40	100	32	24	40	0	52	33	21	0
	53	50	73	58	0	22	15	33	100	28	12	9	0
Public Relation	55	37	21	49	50	42	72	28	50	21	8	23	0
	56	43	81	84	50	41	15	2	50	15	4	14	0
	57	13	31	28	0	46	51	35	50	41	18	37	50
	58	53	50	14	0	20	32	74	75	28	18	12	25
	60	57	64	19	25	18	26	51	50	25	10	30	25

Pupils: 123 Parents: 78 Teachers: 43 Sup'ts.: 4

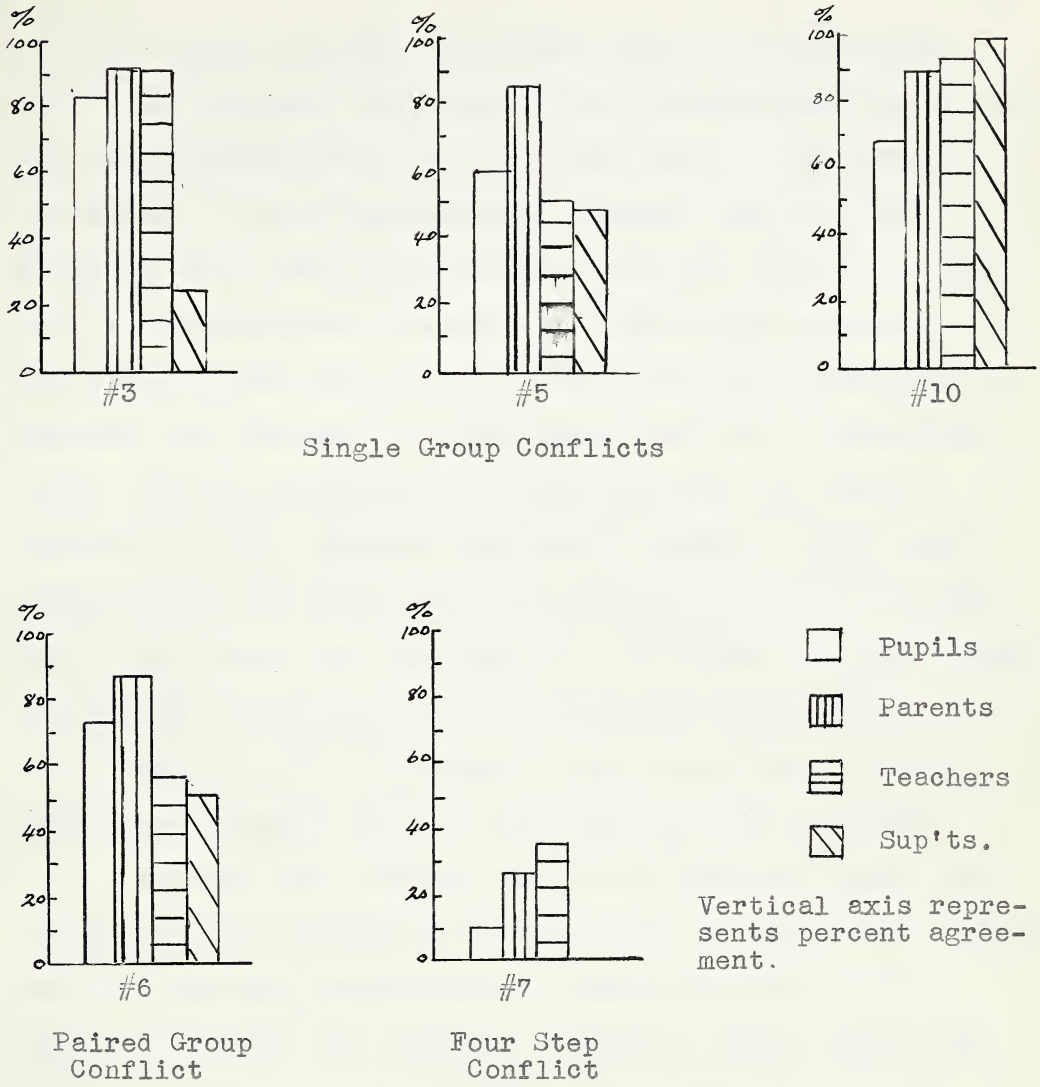


FIGURE 2

STUDENT BEHAVIOR INTER-GROUP CONFLICT

in this sector. Of the five items producing inter-group conflict, three may be classified as "single-group" conflicts; one as a "paired-group" conflict and one as a "four-step" conflict. In the "single-group" category three different groups in turn take a dissentient position. Only one member of the superintendent group agreed with a high percentage in the other groups that teachers should be given authority to exclude from classes any pupil whose behavior is objectionable. This is considered, by our criteria, as a second degree conflict. However, as another member of this small group checked the "No Preference" choice, it could be taken as an indication that the decision, as far as the superintendent group is concerned, would depend on circumstances. In this sector the "No Preference" choice was used by several respondents in this way, as indicated by their comments.

Parents felt strongly that the principal should regularly check the classes of teachers weak in discipline, but only half of the superintendents and teachers and 60% of the pupils supported the practice, creating a third degree conflict. Seventy percent of the students agreed that the principal should suspend from school those pupils who refuse to work in class or complete assignments, compared with a percentage of ninety-one who agreed in the other groups. This is a minor conflict of the fourth order.

Two conflicts are concerned with the extent to which a principal supports a teacher's disciplinary actions. One is a fourth degree conflict in which parents and pupils feel more strongly than school personnel that such support should depend on the facts and circumstances. The other shows general agreement that such support should not be given under all circumstances, but there is a 35% range in extent of agreement creating a "four-step" conflict of the third degree.

Extra Curricular Inter-Group Conflict

An examination of Figure 3 reveals the conflict between groups in this sector of the questionnaire. Of the "single-group" conflicts, three are created by students and one each by superintendents and teachers. Second degree conflicts are indicated by the feeling of students that they should not be limited in the number of extra curricular activities in which they participate, and that they should be free to manage authorized clubs in their own way. The student's other disagreement, of the third order, is that the educational value of activities should determine their place on the extra curricular program.

Sports leagues create the conflicts involving teachers and superintendents. The suggestion that pupils active in community leagues should not be eligible for interscholastic teams does not receive much support from any group, but 35%

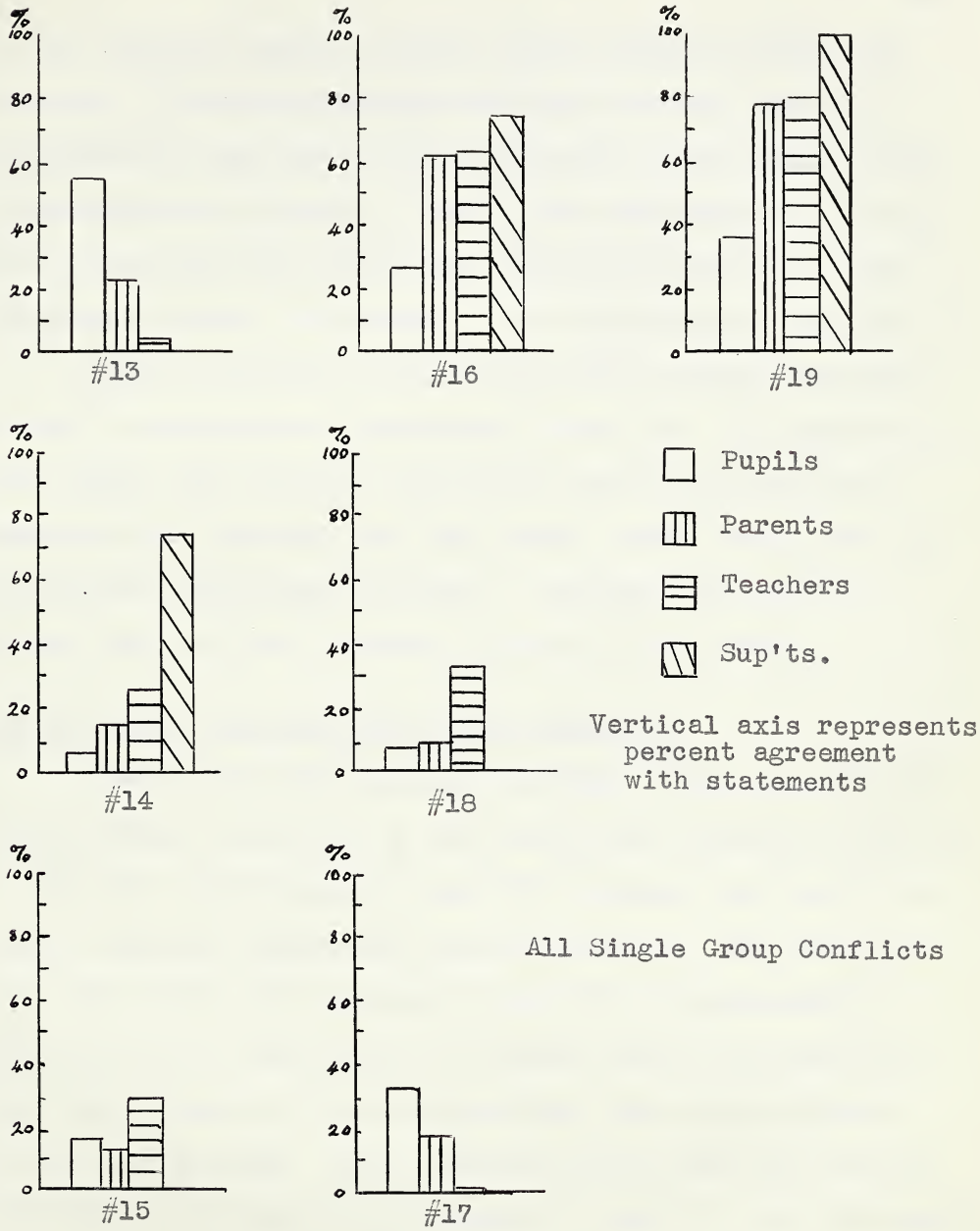


FIGURE 3

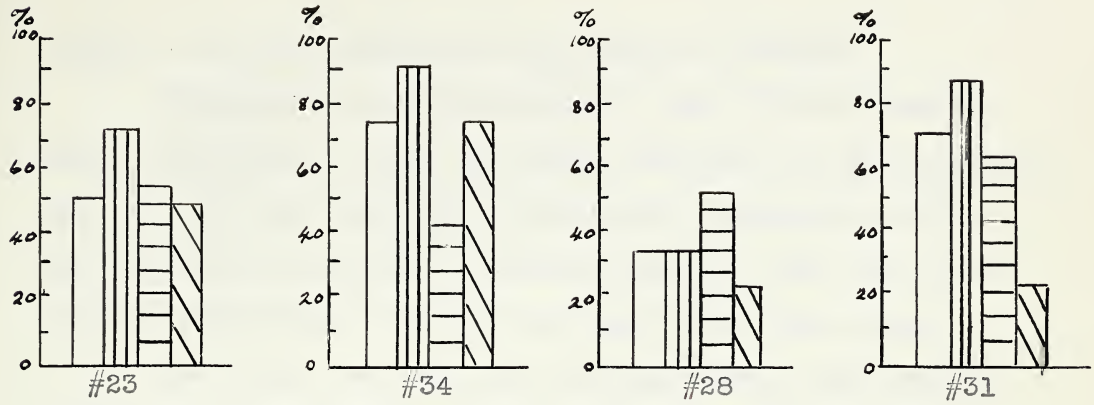
EXTRA CURRICULAR INTER-GROUP CONFLICT

of the teachers create a minor, fourth degree conflict by agreeing. The superintendent-centered conflict shows a preference on the part of that group for house leagues over inter-scholastic leagues. The one "No Preference" vote may be a recognition of the present important status of inter-scholastic sports. The result is a first degree conflict.

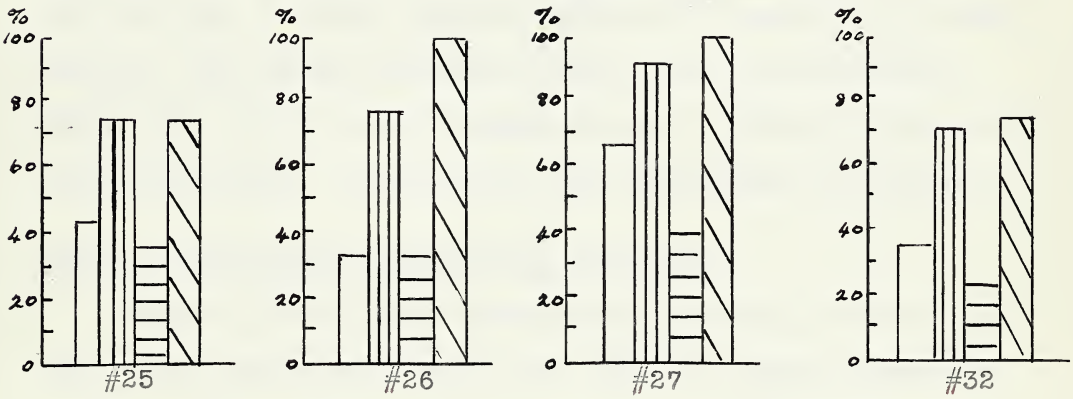
Minor conflicts of the "four-step" category are suggested by responses to statements 15 and 17. No superintendent agrees that athletic activities should be given more emphasis than cultural, or that pupils should be allowed to participate regardless of marks. Teachers give the most support in the first instance, pupils in the second.

Instructional Program Inter-Group Conflicts

There is an even division between "single-group" and "paired-group" conflicts in this sector as revealed by Fig. 4. In all four "paired-group" conflicts teachers and pupils are aligned against parents and superintendents. The subordinates (the pupils and teachers) appear to be apprehensive about principal supervision of classes while the superordinates (the parents and superintendents) show high agreement on its desirability. This produces second and third degree conflicts in the case of statements 26 and 27. The principal's right to adjust a teacher's marks when necessary and to set a homework policy which they must follow, also result in third



Single Group Conflicts



Paired Group Conflicts

Vertical axis represents percent agreement on statements

Pupils

Teachers

Parents

Sup'ts.

FIGURE 4

INSTRUCTIONAL PROGRAM INTER-GROUP CONFLICTS

degree conflicts between the two pairs of groups.

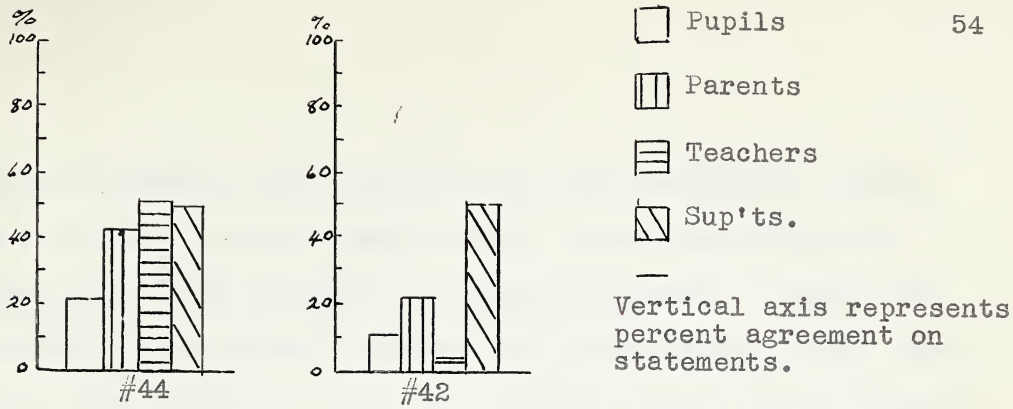
Teachers are also involved in half of the "single-group" conflicts. These are minor conflicts in which teachers give the most support to having the principal set his own examination policy for Grades X and XI, and least support to reporting to parents at least every two months.

The other two conflicts in this sector are centered around the superintendent and parent groups. When only the superintendents feel strongly that percentage gradings should not be used, a second degree conflict is created with other groups. The parent-centered conflict can be discounted, being only of the fourth degree and on a matter not directly concerning them - coordination and development of courses.

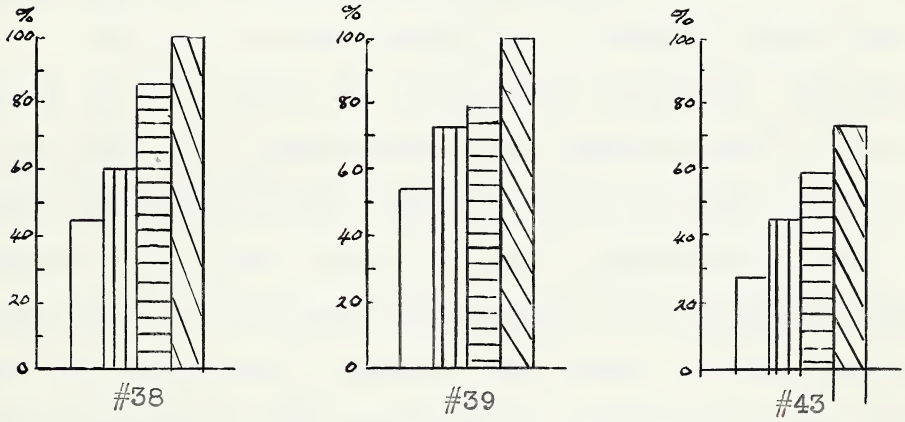
School Organization Inter-Group Conflicts

Figure 5 shows that inter-group conflicts in this sector of the principal's role fall into all three categories. Pupils and superintendents are involved in "single-group" conflicts. In statement 44 pupils give the least support to class periods longer than 35 minutes, but the conflict is only of the fourth order. The superintendent-centered conflict is also of a minor order, giving 50% agreement to having all teachers instruct in at least one academic course.

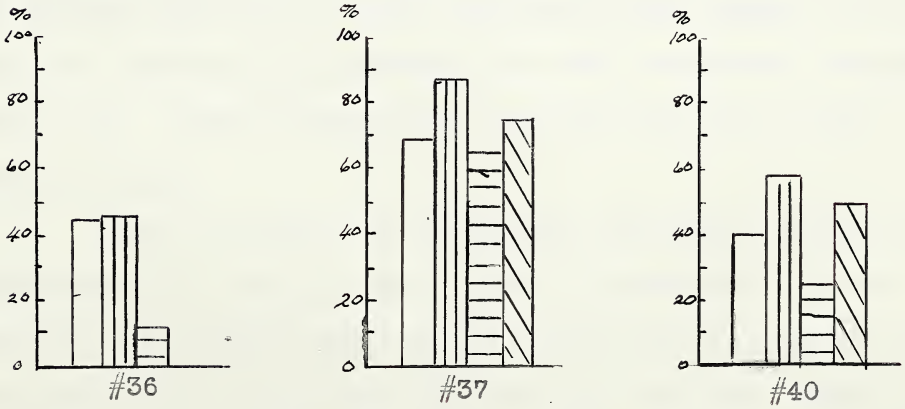
"Paired-group" conflicts, of which there are three, are also of a minor degree. Pupils and parents present a third



Single Group Conflicts



Four Step Conflicts



Paired Group Conflicts

FIGURE 5

SCHOOL ORGANIZATION INTER-GROUP CONFLICT

degree conflict with teachers and superintendents through their desire to have pupil--parent preferences weighted more than staff judgment in approving courses. Pupils and teachers pair against parents and superintendents when they give least support to ability grouping and to the assignment of the most capable teachers to the most challenging classes. These are only fourth degree conflicts.

The most serious conflicts, in degree, which are found in this sector are "four-step" conflicts. Here we find pupils and superintendents at opposite ends of the scale, with parents and teachers closer together in the center. The first two are the most significant as they deal with two extremes, the treatment of the gifted student and the unsuccessful student. The school is more desirous than the home to give preferential treatment to the former, and to limit the courses of the latter. Teachers and superintendents give more support than the other groups to balancing the teacher-load according to extra curricular responsibilities. These "four-step" conflicts are all of the second degree.

When the number of statements producing conflict is expressed as a ratio of the number of statements in the sector, the School Organization sector has the highest ratio of inter-group conflicts. It also has the same number of

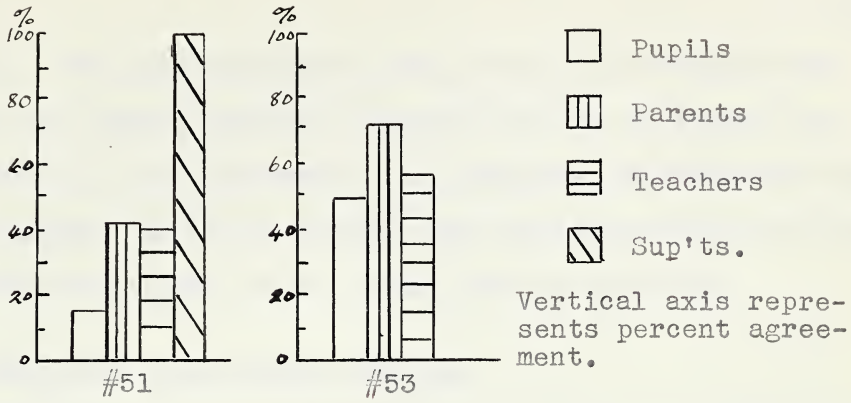
conflicts as the sector dealing with the instructional program.

Teaching Personnel Inter-Group Conflicts

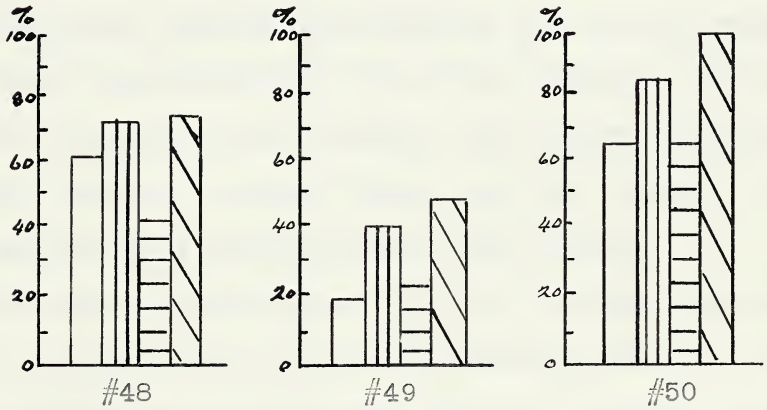
The lowest percentage of conflicting expectations appeared in this sector (see Figure 6). Consideration must be given to the fact that every reference group was not affected by all statements under this heading. Two conflicts however are of the first degree and are superintendent-centered. The first, 51, deals with the professional content of staff meetings. The superintendents give full support to the statement that most staff meetings should deal with professional rather than routine matters. The teachers, who are the only other group directly concerned, give only 40% support to the statement. Statement 53 which reads, "The principal and his administrative assistants should make most decisions regarding school policies", received no support from the superintendent group although half of the teachers and pupils and over 70% of the parents agreed.

A third degree conflict exists over confidential annual reports on teacher-effectiveness (no.48). It is in the "four-step" category with parents and superintendents giving most support to the idea and teachers least.

Although "paired-group" conflicts exist in minor degree over statements 49 and 50, the basic conflict is between superintendents and teachers, as the other groups are not directly



Single Group Conflicts



Paired Group Conflicts

FIGURE 6

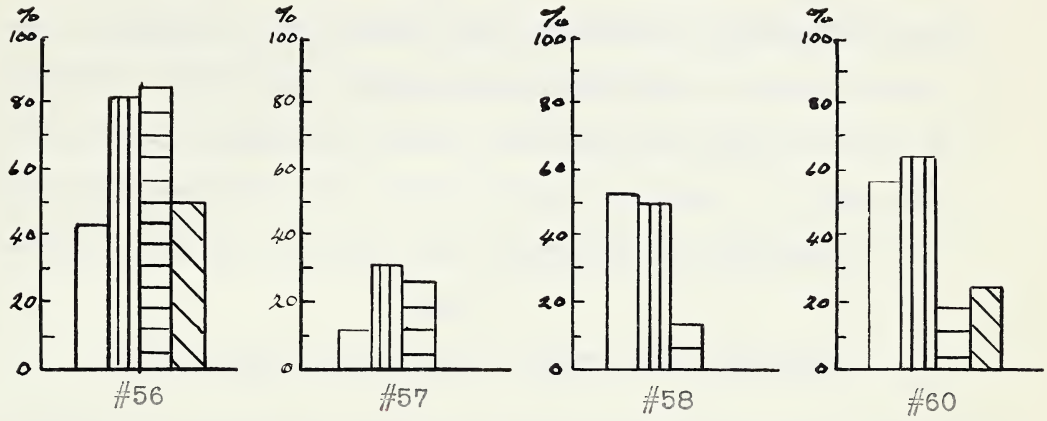
TEACHING PERSONNEL INTER-GROUP CONFLICTS

concerned. The superintendent group itself is divided over statement 49, giving special attention to key personnel, so the conflict can be discounted. In replying to statement 50, superintendents show more concern than teachers that the latter should participate in all staff meeting planning.

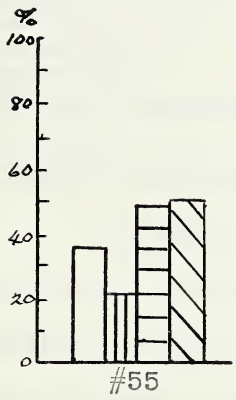
Public Relations Inter-Group Conflict

This final sector produced two second degree and three third degree inter-group conflicts. As Figure 7 illustrates, all may be classed in the "paired-group" category. Parents and teachers have similar expectations that the principal should reject unsatisfactory notes from parents, and that they should exercise direct control over parent organizations. The former involves a second degree, and the latter a third degree conflict with superintendents and pupils.

The other second degree conflict involves requiring teachers to attend Home and School meetings, which is supported by pupils and parents more than by the other groups. Pupils and parents also give most support to taking complaints to the principal before going to the teacher and to having the principal write letters to the press in reply to unfavorable publicity regarding the school. These are third degree conflicts with superintendent and teacher expectations.



All Paired Group Conflicts



Vertical axis represents percent agreement.

Pupils

Parents

Teachers

Sup'ts.

FIGURE 7

PUBLIC RELATIONS INTER-GROUP CONFLICTS

Summary of Inter-Group Conflicts

At the beginning of this chapter in Table III there was a summary of the number and percent of statements which produced significant inter-group conflicts in each sector. The greatest number of items resulting in conflict were in the organizational and instructional sectors. In the following table the results are classified by category.

TABLE V

INTER-GROUP CONFLICTS BY SECTOR AND CATEGORY

Sector Title	Single-group	Paired-group	Four-step	Total
Student Behavior	3	1	1	5
Extra Curricular	5	0	2	7
Instructional	4	4	0	8
Organization	2	3	3	8
Personnel	2	3	0	5
Public Relations	0	5	0	5
TOTAL	16	16	6	38

It will be noted that the total number of statements producing "single-group" conflicts, and the total number producing "paired-group" conflicts are equal, accounting for 84% of all conflicts. The other category of "four-step" conflicts accounts for only 16%. Most "single-group" conflicts are found in the extra curricular sector, followed by the sector devoted to the instructional program. Public relations produced the most "paired-group" conflicts, again with the instructional program second. Most "four-step" conflicts were

found in the school organization sector.

The number and category of conflicts in which each alter group was involved are shown in Table VI. The totals

TABLE VI

ALTER GROUP CONFLICTS BY INTER-GROUP CATEGORY

Category	Pupils	Parents	Teachers	Sup'ts.	TOTAL
Single-group	5	2	3	6	16
Paired-group	12	7	11	0	30
Four-step	7	7	7	7	28
TOTAL	24	16	21	13	74

shown in this table are the number of statements in the questionnaire in which the expectations of each group are a major cause of conflict. Pupils are most involved, accounting for 34% of the conflict, teachers next accounting for 27% and parents and superintendents following with 22% and 17% respectively.

A complete summary of conflicting expectations between groups is found in Table VII which shows the degree of conflict in each category and sector. Table VIII locates these conflicts by questionnaire number. From these tables it is seen that 13% of the contentious statements result in conflicts of the first degree, 26% of the second degree, 39% of the third degree and 22% of the fourth degree. If first and second degree conflicts are considered as major conflicts,

TABLE VII

NUMBER AND DEGREE OF INTER-GROUP CONFLICTS BY CATEGORY

		Degree of Conflict				
Sector	Category	First	Second	Third	Fourth	TOTAL
Student Behavior	Single	1	0	1	1	3
	Paired	0	0	1	0	1
	Step	0	0	1	0	1
Extra Curric.	Single	1	2	2	0	5
	Paired	0	0	0	0	0
	Step	0	0	2	0	2
Instruction	Single	0	1	1	2	4
	Paired	1	2	1	0	4
	Step	0	0	0	0	0
Organization	Single	0	0	1	1	2
	Paired	0	0	1	2	3
	Step	0	3	0	0	3
Personnel	Single	2	0	0	0	2
	Paired	0	0	1	2	3
	Step	0	0	0	0	0
Public Relation	Single	0	0	0	0	0
	Paired	0	2	3	0	5
	Step	0	0	0	0	0
TOTALS		5	10	15	8	38

TABLE VIII

LOCATION OF INTER-GROUP CONFLICTS BY DEGREE, SECTOR AND CATEGORY

Degree	Category	Student Behavior	Extra Curric.	Instruction	Organization	Personnel	Public Relations
First	1.	#3	#14			# 51 # 53	
	2.			#26			
	3.						
Second	1.		#13 #19	#31			
	2.			#27 #32			#56 #58
	3.				#38 #39 #43		
Third	1.	#5	#16 #18	#34	#42	#48	
	2.	#6		#25	#36		#55 #57 #60
	3.	#7	#17 #15				
Fourth	1.	#10		#23 #28	#44		
	2.				#37 #40	#49 #50	
	3.						

- statement number on questionnaire

Category 1: Single-group conflict
2: Paired-group conflict
3: Four-step conflict

and third and fourth degree as minor, the result is 39% major conflicts and 61% minor.

Table IX analyzes the degree of conflict by sector and alter group. The figures in the table represent the number of statements in which each alter group is involved in conflict.

TABLE IX

DEGREES OF INTER-GROUP CONFLICT BY ALTER GROUP AND SECTOR

Sectors	I				II				III				IV				V				VI				
	Student Behavior				Extra Curric.				Instruc-tion				Organiz-ation				Person-nel				Public Relations				
Degrees of Conflict	Pupils	Parents	Teachers	Sup'ts.	Pupils	Parents	Teachers	Sup'ts.	Pupils	Parents	Teachers	Sup'ts.	Pupils	Parents	Teachers	Sup'ts.	Pupils	Parents	Teachers	Sup'ts.	Pupils	Parents	Teachers	Sup'ts.	TOTAL
First								1												2					3
Second				1	2				1		1	1	3	3	3	3					1	2	1		22
Third	1	2	1	1	3	2	2	2	2		4		1	1	1		2	1	2	1	2	3	1		35
Fourth	2	1					1		1	1	1		2		2	1	1		1						14
TOTAL	3	3	1	2	5	2	3	3	4	1	6	1	6	4	6	4	3	1	3	3	3	5	2	0	74
Grand Total				9				13				12				20				10				10	
Percent				12				18				16				27				13.5				13.5	100

II. INTRA-GROUP CONFLICTS

The second type of conflict with which this study is concerned involves expectation inconsistencies within alter groups. Such conflicts were determined, as explained in

Chapter IV, by eliminating items which differ by less than 20% between "Agree" and "Disagree" responses, and also those items on which one-third or more of a group elected the "No Preference" choice. In the case of superintendents, only a 50--50 division is accepted as a conflict. Appendix III gives the results after this screening process, indicating the percentage in each group who agreed with a statement, the number in the group who showed a preference, and the number who showed no preference.

On the criteria used, 54 of the 60 questionnaire statements (90%) exhibited conflicts within one or more groups. The total number of all intra-group conflicts on the 60 statements is 106. Table X shows the distribution of these results by role sector.

TABLE X

EXTENT OF INTRA-GROUP CONFLICT BY SECTORS

No. of conflicts per statement	SECTORS I	II	III	IV	V	VI	TOTAL	%
One.....	3	3	6	1	5	2	20	37
Two.....	4	4	0	6	2	2	18	33
Three.....	1	2	7	1	1	2	14	26
Four.....	0	0	0	1	0	1	2	4
Total statements producing conflict	8	9	13	9	8	7	54	
Total no. conflicts	14	17	27	20	12	16	106	
Percent conflicts per sector	13	16	26	19	11	15	100	

On the basis of the statements used in the questionnaire the third sector, dealing with the instructional program, had the largest number of statements producing intra-group conflicts, more than one-quarter of the total for the whole instrument. The sector with the lowest incidence of conflict dealt with teaching personnel, and the second lowest with student behavior.

One-third of the contentious statements resulted in significant conflicts within two of the four alter groups, and over one-quarter in conflicts within three groups. Only two statements produced conflicts within all four groups. They were the statements numbered 40 and 55. They read, "The most capable teachers should be assigned to the most challenging classes, regardless of personal preference," and "Parents should take complaints to the principal before going to the teacher."

An analysis of this intra-group conflict by sector, alter group and degrees of conflict, will be found in Table XI. Twenty-two percent of the conflicts are shown to be first degree conflicts, 29% second degree, 32% third degree, and 17% fourth degree. Leaving out the superintendent group which is involved in only four significant conflicts, Table XII shows the distribution of degrees of conflict by alter group. If the results are divided into major and minor

TABLE XI

DEGREES OF INTRA-GROUP CONFLICT BY ALTER GROUP

Sectors	Alter Group	Degrees First	Second	Third	Fourth	TOTAL
Student Behavior	Pupils	0	1	2	3	6
	Parents	0	0	2	1	3
	Teachers	0	3	2	0	5
	Sup'ts.	0	0	0	0	0
Extra Curric.	Pupils	0	3	3	1	7
	Parents	0	2	2	2	6
	Teachers	2	1	1	0	4
	Sup'ts.	0	0	0	0	0
Instructional	Pupils	2	2	3	1	8
	Parents	3	1	2	2	8
	Teachers	2	2	6	1	11
	Sup'ts.	0	0	0	0	0
Organization	Pupils	2	2	1	1	6
	Parents	0	6	1	1	8
	Teachers	0	1	2	2	5
	Sup'ts	1	0	0	0	1
Personnel	Pupils	0	1	1	0	2
	Parents	2	0	1	0	3
	Teachers	2	2	2	0	6
	Sup'ts.	1	0	0	0	1
Public Relation	Pupils	3	0	1	1	5
	Parents	0	3	1	1	5
	Teachers	1	1	1	1	4
	Sup'ts.	2	0	0	0	2
	TOTALS	23	31	34	18	106

TABLE XII

SUMMARY OF INTRA-GROUP CONFLICT BY DEGREES

Alter Group	Degree of Conflict First	Second	Third	Fourth	TOTAL
Pupils	7	9	11	7	34
Parents	5	13	8	7	33
Teachers	7	10	14	4	35

conflict categories, with first and second degree conflicts classed as major and third and fourth as minor, there is little difference between the groups in the extent and degree of their intra-group conflict.

From Table XI we note that there are no first degree conflicts over the principal's handling of student behavior. The first degree conflicts in the extra curricular sector are found in the teacher group over questions 18 and 20. The first deals with the participation of community league players on interscholastic teams, and the second with compulsory attendance in extra curricular activities once a pupil has enrolled.

The statements in the instructional program sector produced seven first degree conflicts, two in the student group, two in the parent group, and three in the teacher group. Pupil conflicts concern statements 28 and 32--the establishment of the school's own examination policy in Grades X and XI, and the principal's right to adjust teachers' marks. The freedom of the principal to develop independent school policies (22) resulted in division in the parent group, as did the suggestion that the principal should only evaluate teachers in his own subject matter field (29). The first degree conflicts within the teacher group developed over statements 22, 29 and 30. It will be noted that the first

two coincide with the parent conflicts. Statement 30 reads, "Each department in the school should establish its own standards of testing and marking."

Within the sector on school organization there are four conflicts of the first order. The pupil group are evenly divided over question 38, singling out the gifted for special attention, and also over statement 40, assigning the most capable teachers to the most challenging classes. There is a first degree conflict in the teacher group over assigning classes according to a teacher's preference, governed by seniority rights (41). The superintendent conflict in this sector was concerned also with statement 40.

There are two parent group, two teacher group, and one superintendent group conflicts of the first degree in the sector dealing with teaching personnel. All three groups are in conflict within themselves over statement 52, "Most staff meetings should be for single departments, rather than for the whole staff." The other parent conflict of this degree concerns statement 49, preferential treatment for key personnel. The other teacher conflict deals again with staff meetings. This statement, 51, recommends that the meetings deal with professional rather than routine matters.

In the last sector on public relations there are six

conflicts of the first order. The superintendents are involved in two which also produce intra-group conflicts for students. That parents should take complaints to the principal before going to the teacher, and that parents' notes should be rejected by the principal if they do not give satisfactory explanations of pupil absences, are the two statements concerned.

Both pupil and teacher groups are divided over the right of parents to have access to the principal at all times during the day, thus completing the total of six first degree intra-group conflicts in this sector and 24 in the total questionnaire.

III. A COMPARISON OF INTER-GROUP AND INTRA-GROUP CONFLICTS

It has already been noted that of the 60 questionnaire statements, 38 (63%) produced significant conflicts between alter groups and 54 (90%) produced significant conflicts within alter groups. With only one exception every statement which resulted in inter-group conflict resulted also in intra-group conflicts. As can readily be seen by the figures quoted, there are many instances of conflict within groups where there are no significant conflicts between groups.

A comparison of Tables IX and XI reveals some interesting relationships between the inter-group and intra-group conflicts. The school organization sector produced the

greatest number of conflicts between groups and the second greatest within groups. Highest in number of intra-group conflicts was the instructional program sector which was third in inter-group conflicts. The student behavior sector resulted in the least number of inter-group conflicts and the second lowest number of significant conflicts within groups.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The use of the case study method of research made possible in this thesis the investigation of expectations towards many aspects of the principal's role as held by four major alter groups. It necessitates, however, limiting the conclusions to the two schools and the particular populations from which the samples were drawn. Because the questionnaire might have been composed of many other statements under each sector which could, presumably, have produced a different set of responses, it is not possible to generalize beyond the actual statements used. However, the fact that the populations of all alter groups came from two different composite high schools in different cities, may prove helpful to another investigator in predicting conditions in other schools of this type. However, no attempt will be made to do so in this chapter.

I. THE ORIGINAL HYPOTHESIS

It was the hypothesis of this thesis that, with respect to many matters, common expectations do not exist, either between or among the major alter groups, as to the role of the composite high school principal. The findings of this study

support the hypothesis in the case of Western Canada and Strathcona Composite High Schools. Although this research has been limited to only six aspects of the principal's role, and has presented for the consideration of four alter groups an average of only ten possible behaviors for each aspect, 144 separate and significant conflicts have been uncovered.

So far as the two schools are concerned, and for the sample populations reported, significant conflicts exist in and between all alter groups on the statements presented to them. In almost every case, where there is a conflict between groups there is a significant conflict within one or more of the groups concerned. The possibility that such intra-group conflict represents a difference of opinion between the two schools combined in the study was not investigated, but cannot be ruled out., Intra-group conflicts do not necessarily imply inter-group conflicts on the same issue, though in many cases this was so.

In a fairly large proportion of the inter-group conflicts two of the groups take a position in opposition to the other two. We find both teachers and pupils apprehensive of too much supervisory control by the principal although superintendents and parents have common expectations towards this function. Where individual, or what might be termed "democratic" rights are concerned, pupils and parents

stand together in defence against professional attitudes which would restrict freedom of choice.

In an equal number of situations individual groups are in conflict with majority opinion in all other groups. Many of these also involve individual rights. Teachers hold on to professional and seniority rights and pupils desire the right to choose and direct extra curricular activities. On several issues there is general concensus but the wide spread in extent of agreement creates minor conflicts. Superintendents and teachers, in that order, are generally more ready to approve the wider definition of the principal's role with its emphasis on a democratic leadership style than is the home.

Of the statements which involve intra-group conflicts, more than 25% dealt with some aspect of the instructional program, particularly over independent school standards and classroom supervision. Conflicts, of significance within as many as three groups, developed over one-quarter of the statements. No one reference group seems more susceptible to intra-group conflict than any other, either in degree or extent. Pupils and teachers however, who are most directly affected by the day-to-day operation of the school, are the alter groups most often involved in inter-group conflicts. The intensity of conflict does not show any great variation between groups.

II. SOME DETAILED CONCLUSIONS

A recapitulation of the findings, sector by sector, produces some detailed conclusions of interest. The first, is that there is a lack of conflicting expectations over the principal's role in relation to student behavior. Not only is there a high degree of concensus, but there is strong support for both principals and teachers in dealing with discipline cases. This may be the result of a current wave of public opinion in favor of tightening school discipline, or it may be support for a traditional sector of the principal's role. There is the possibility also that the school administration has directed its efforts towards establishing a concensus of expectations on this subject.

The extra curricular conflicts reflect the growing independence of high school pupils who desire the right to choose and direct their own athletic, cultural and social activities. Conflicting values and educational philosophies may be at the root of teacher disagreement over sports leagues.

The statements in the instructional program sector of the study reflect the changing emphasis on the principal's role in the modern school. They served to uncover one of the most contentious areas confronting the principal. Much of the conflict is due to different rates of progress or readiness to understand the new concepts. While superintendents

give full support to an established marking policy which uses letter gradings based on the normal curve, the other groups, including many teachers, indicated a preference for the old percentage gradings. Unreadiness to accept the new supervisory role of the principal has already been referred to. Individual standards set by teachers, departments, or schools are still preferred to uniform standards established by cooperative effort.

Democratic rights enter into the conflict situations found in the school organization sector. The definition of democracy in education as the same opportunity for all, rather than equal opportunity for all, seems to be the basic conflict. Conflicts over "streaming" of pupils and special consideration for the gifted would be examples of this. Superintendents and teachers are more ready than the other groups to accept the "equality of opportunity" definition--at least in so far as students are concerned. In their own relationships teachers still lean towards the same treatment for all, governed by seniority rights. Democratic rights in the form of individual rights would seem to account for the desire of pupils and parents to have their preferences weighted more than the professional judgment of the staff in determining pupils' courses.

Staff meeting planning and content produced conflicts between the teacher group and the superintendent group. Here

it would seem to be a matter of readiness to accept the professional responsibilities which many teachers want and which the superintendents feel the teachers should assume. Conflict within the teacher group might indicate that some have already achieved this state of readiness while others have not. A minority in this group also feel unfavorably towards confidential annual reports on their effectiveness.

Superintendents do not support principal direction of Home and School activities, but other groups seem to feel a necessity for this. Pupils and parents would like to see a principal take up active defence of the school against unfavorable publicity, but the superintendents do not agree with the wisdom of this form of action.

III. SOME GENERAL CONCLUSIONS

This thesis has examined the highest status position of leadership in two of Alberta's most complex high schools. It has proceeded from the statement made earlier that the "pattern of all behavioral expectations focussed on a status defines a role". It has found that, in large measure, the definition of the principal's role by many alter groups includes many inconsistent, incompatible, and mutually exclusive expectations. It has also been suggested that these are caused by a lack of concensus on the definition of democracy

in education and administration, the existence of varying degrees of readiness to accept newer concepts of education, and the need to balance the rights and preferences of laymen against professionally-based opinion.

In spite of all the expectations of these alter groups, the principal's own conception of his role is the determining factor. It is this conception which defines his role behavior and it is this behavior which has a strong influence on the modification of alter group expectations. However, though the role incumbent may change the expectations of the alter groups, the definition of his role, according to the role theorists, is still the product of all alter group expectations. It can never be defined by the principal alone.

This points to the important conclusion that a major task of the composite high school principal is to harmonize and unify the alter group expectations towards his role. It is possible that through awareness of the underlying conflicts a well-conducted personnel and public relations program can materially reduce this problem and enable the principal to more effectively guide his school towards its goals.

IV. RECOMMENDATIONS

This research has revealed several areas which are recommended for further study. These will be stated as problems:

1. To what extent does a principal influence the expectations of major alter groups towards his role?

2. To what extent are teachers and pupils in the high school ready for democratic administrative procedures?

3. What is the effectiveness of the principal's supervisory role in the high school?

4. What is the pattern of public relations in the high school?

5. What type of in-service training program would resolve major conflicts involving the teacher group?

6. In what types of situations are subordinate groups (pupils and teachers) in conflict with superordinate groups (parents and superintendents) in the school situation?

7. How do principal perceptions of his role approximate alter group perceptions?

8. How does a principal's role performance as viewed by major alter groups compare with their expectations?

APPENDIX I

QUESTIONNAIRE

With the approval of the Superintendent of Schools and your Principal, you are invited to assist in a study of Composite High School policy and practice. Would you kindly complete the following questionnaire and return unsigned to your high school principal? Your careful consideration of this form, and its prompt return will be greatly appreciated.

Please check your position: PARENT___ PUPIL___ TEACHER___

Instructions for marking the Questionnaire

1. If you AGREE with a statement, place a check in the FIRST column.
2. If you DISAGREE with it, place a check in the SECOND column.
3. If you have NO PREFERENCE, place a check in the THIRD column.

	AGREE	DIS-AGREE	NO PREF.
I. STUDENT BEHAVIOR			
1. The principal should exclude from gym and classes those students who habitually refuse to comply with regulations regarding proper dress	( )	( )	( )
2. The principal should not expect all teachers to share supervision responsibility in halls and grounds	( )	( )	( )
3. Teachers should be given authority to exclude from classes any pupil whose behavior is objectionable	( )	( )	( )
4. Teachers should be given authority to exclude from classes any pupil continually neglecting assignments.	( )	( )	( )
5. The principal should regularly check classes of teachers weak in discipline, exerting his personal influence	( )	( )	( )
6. Whether or not a principal supports a teacher's disciplinary action should depend on facts and circumstances	( )	( )	( )
7. A principal should support a teacher's disciplinary action under all circumstances .	( )	( )	( )

	AGREE	DIS-AGREE	NO PREF.
8. The principal should suspend from school any pupil repeatedly put out of classes by teachers	( )	( )	( )
9. In classroom discipline matters, the principal should serve as a court of appeal for pupils	( )	( )	( )
10. The principal should suspend from school pupils who refuse to work in class or complete assignments	( )	( )	( )
11. The principal should suspend from school any pupil guilty of repeated truancy . .	( )	( )	( )
12. The principal should suspend from school any pupil guilty of delinquent behavior, such as vandalism	( )	( )	( )

II. EXTRA CURRICULAR ACTIVITIES

13. Students in quthorized clubs should be free to decide their own activities without staff control	( )	( )	( )
14. Athletic leagues between schools should be discouraged in favor of leagues within schools	( )	( )	( )
15. Athletic activities should be given more time and emphasis than cultural activities.	( )	( )	( )
16. The educational value of an extra curricular activity should determine whether or not it is approved	( )	( )	( )
17. Pupils should not be allowed to participate in all extra curricular activities regardless of their marks	( )	( )	( )
18. Pupils active in community leagues should not be eligible for interscholastic teams.	( )	( )	( )
19. Pupils should be limited in the number of activities in which they may participate.	( )	( )	( )

	AGREE	DIS-AGREE	NO PREF.
20. Once a pupil enrolls in an activity his attendance should be compulsory	( )	( )	( )
21. Extra curricular activities should never be permitted to interrupt the regular instructional program	( )	( )	( )

III. THE INSTRUCTIONAL PROGRAM

22. Each principal should be free to develope his school policies independently of other city high schools	( )	( )	( )
23. Committees of teachers, rather than the principal, should decide all matters of coordination and development of courses .	( )	( )	( )
24. Individual teachers should be free to teach as they see fit without having to coordinate with others	( )	( )	( )
25. The principal should insist on teachers adhering to a school policy in assigning homework	( )	( )	( )
26. The principal's most important job is to supervise instruction, rather than do office work.	( )	( )	( )
27. The principal should visit classes regularly to determine the quality of teaching and learning	( )	( )	( )
28. In Grades X and XI the principal should establish his own examination policy for his school	( )	( )	( )
29. The principal should advise and evaluate teachers only in his own special subject fields	( )	( )	( )
30. Each department in the school should establish its own standards of testing and marking	( )	( )	( )

	AGREE	DIS-AGREE	NO PREF.
31. All marks for tests and reports should be on a percentage basis	( )	( )	( )
32. The principal should adjust a teacher's marks if he considers it necessary . . .	( )	( )	( )
33. Academic courses such as English should be weighted more than non-academic courses in assessing a pupil's general achievement	( )	( )	( )
34. Reports of pupil progress should be sent to parents at least every two months . .	( )	( )	( )

IV. SCHOOL ORGANIZATION

35. Grade X pupils should be streamed into academic, commercial, or general groups.	( )	( )	( )
36. Pupil-parent preferences should be weighted more than staff judgment in deciding students' courses	( )	( )	( )
37. Classes should be so organized that pupils are separated according to ability . . .	( )	( )	( )
38. Gifted pupils should be singled out for special attention	( )	( )	( )
39. A student should not be allowed to enroll in a course when his record indicates little chance of success in it	( )	( )	( )
40. The most capable teachers should be assigned to the most challenging classes, regardless of personal preference.	( )	( )	( )
41. A teacher's preference, governed by seniority rights, should be the basis of assigning classes	( )	( )	( )
42. All teachers, regardless of specialization, should teach at least one academic course	( )	( )	( )
43. Teachers carrying the heaviest extra curricular load should be given the lightest teaching load	( )	( )	( )

	AGREE	DIS-AGREE	NO PREF.
44. The timetable should be constructed with periods longer than thirty-five minutes. .	( )	( )	( )

V. TEACHING PERSONNEL

45. The principal should have authority to select his staff.	( )	( )	( )
46. Department heads should have authority to recommend staff appointments and transfers	( )	( )	( )
47. The principal should evaluate the performance of teachers for promotion and transfer purposes	( )	( )	( )
48. The principal should submit to his superintendent annual confidential reports on his teachers' effectiveness	( )	( )	( )
49. Key personnel on the staff should be given special attention by the principal	( )	( )	( )
50. The staff should share all staff meeting planning	( )	( )	( )
51. Most staff meetings should deal with professional rather than with routine matters	( )	( )	( )
52. Most staff meetings should be for single departments rather than for the whole staff	( )	( )	( )
53. The principal and his administrative assistants should make most decisions regarding school policies.	( )	( )	( )

VI. PUBLIC RELATIONS

54. Parents should have access to the principal at all times during the school day.	( )	( )	( )
55. Parents should take complaints to the principal before going to the teacher	( )	( )	( )
56. Principals should reject notes from parents which don't give satisfactory explanations for pupil absences	( )	( )	( )

	AGREE	DIS-AGREE	NO PREF.
57. Principals should exercise direct control over the type and extent of parent organization activities	( )	( )	( )
58. Principals should require staff members to attend most Home and School meetings.	( )	( )	( )
59. Principals should expect staff members to participate in Home and School programs when requested	( )	( )	( )
60. The principal should write letters to the press in reply to unfavorable publicity concerning his school	( )	( )	( )

APPENDIX II

INTER-GROUP CONFLICT FREQUENCIES

		Number Agreeing				Number Disagreeing				Number No Preference			
SECTORS	Item number	Pupils	Parents	Sup'ts.	Sup'ts.	Pupils	Parents	Teacher	Sup'ts.	Pupils	Parents	Teacher	Sup'ts.
Student Behavior	3	102	72	39	1	17	16	3	2	4	0	1	1
	5	75	69	22	2	30	5	8	1	18	4	13	1
	6	90	68	24	2	6	8	18	0	27	2	1	2
	7	12	20	15	0	85	54	22	2	26	4	6	2
	10	85	79	40	4	26	9	0	0	12	1	3	0
Extra Curricular	13	70	18	2	0	36	50	40	4	17	10	1	0
	14	9	11	11	3	105	51	20	0	9	16	12	1
	15	22	9	1	0	78	62	35	4	23	7	6	0
	16	34	48	27	3	60	21	13	1	28	9	3	0
	17	41	15	1	0	67	60	39	4	15	3	3	0
	18	10	7	15	0	105	56	8	2	8	15	10	2
	19	46	60	34	4	64	16	5	0	13	2	4	0
Instructional Program	23	64	56	24	2	20	16	12	1	39	6	7	1
	25	54	58	16	3	38	15	18	0	31	5	9	1
	26	42	61	14	4	30	6	19	0	51	11	10	0
	27	84	72	17	4	16	3	13	0	23	3	13	0
	28	46	29	23	1	43	41	12	1	34	8	8	2
	31	88	63	28	1	11	9	9	3	24	6	6	0
	32	45	55	10	3	52	18	28	1	26	5	5	0
	34	91	72	18	3	15	4	24	1	17	2	5	0
School Organization	36	56	37	5	0	44	29	32	4	23	12	6	0
	37	85	69	28	3	28	5	7	0	10	4	8	1
	38	57	47	37	4	56	27	1	0	10	4	5	0
	39	67	57	34	4	38	15	5	0	18	5	4	0
	40	49	45	11	2	49	25	30	2	25	8	2	0
	42	13	17	2	2	66	38	36	1	44	23	5	1
	43	36	36	26	3	41	26	8	1	46	16	9	0
	44	26	33	22	2	84	23	8	0	13	22	13	2
Personnel	48	77	57	19	3	7	10	12	1	39	11	12	0
	49	25	32	10	2	50	30	11	1	48	16	22	1
	50	83	68	29	4	9	4	11	0	31	6	3	0
	51	20	33	17	4	39	19	17	0	64	26	9	0
	53	61	57	25	0	27	12	14	4	35	9	4	0
Public Relation	55	45	16	21	2	52	56	12	2	26	6	10	0
	56	53	63	36	2	51	12	1	2	19	3	6	0
	57	16	24	12	0	56	40	15	2	51	14	16	2
	58	65	39	6	0	25	25	32	3	34	14	5	1
	60	70	50	8	1	22	20	22	2	31	8	13	1

Sup'ts.4
Teachers:43
Parents: 78
Pupils:123

APPENDIX III

INTRA-GROUP CONFLICT DATA

SECTORS	Item number	Pupils: Percent Agreeing	Pupils: No. with Preference	Pupils: No. of no preference	Parents: Percent agreeing	Parents: No. with preference	Parents: No. of no preference	Teachers: Percent agreeing	Teachers: No. with preference	Teachers: No. of no preference	Sup'ts.: Percent agreeing	Sup'ts.: No. with preference	Sup'ts.: No. of no preference
Student Behavior	2	27	95	28	32	65	13	33	36	7			
	4	78	115	8									
	5	71	105	18				73	30	12			
	6							57	42	1			
	7				27	74	4	40	37	6			
	8	75	104	19	78	74	4						
	9	79	108	15				39	38	5			
	10	77	111	12									
Extra Curricular	13	66	106	17	26	68	10						
	14							35	31	12			
	15	22	100	23									
	16	36	94	29	70	69	9	68	40	3			
	17	38	108	15	20	75	3						
	18							45	33	10			
	19	42	110	13	79	76	2						
	20	70	106	17	63	71	7	49	37	6			
	21	75	108	15	64	42	1						
Instructional Program	22	59	95	28	51	68	10	69	36	7			
	23	76	84	39	78	72	6	67	36	7			
	24	25	108	15									
	25	59	92	31	79	73	5	47	34	9			
	26							42	33	10			
	27							57	30	13			
	28	52	89	34	41	70	8	66	35	8			
	29				46	61	16						
	30	71	100	24	48	69	9	72	39	4			
	31							76	37	6			
	32	46	97	26	75	73	5	26	38	5			
	33	70	97	26	66	74	4	69	35	8			
	34							47	38	5			
School Organization	36	56	100	23	56	66	12						
	37	75	113	10				80	35	8			
	38	50	113	10	64	74	4						
	39	64	105	18	78	73	5						
	40	50	98	25	64	70	8	27	41	2	50	4	0
	41				44	61	17	46	37	6			
	42				31	55	23						
	43				58	62	16	76	34	9			
	44	24	110	13	59	56	22	73	30	13			

APPENDIX III (continued)

Sectors	Item number	Pupils			Parents			Teachers			Sup'ts.		
		Percent agreement	No. with preference	No. of no preference	Percent agreement	No. with preference	No. of no preference	Percent agreement	No. with preference	No. of no preference	Percent agreement	No. with preference	No. of no preference
Teaching Personnel	45	65	89	34	65	63	15						
	46							74	38	5			
	48							61	31	12			
	49				52	62	16						
	50							73	40	3			
	51							50	34	9			
	52				53	55	23	45	33	10	50	4	0
	53	69	88	35				64	39	4			
Public Relations	54	51	100	23	37	71	7	51	39	4			
	55	46	97	26	22	72	6	64	33	10	50	4	0
	56	51	104	19							50	4	0
	57				38	64	14						
	58	82	90	34	61	64	14						
	59							78	37	6			
	60	76	92	31	71	70	8	27	30	13			